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ABSTRACT

Described is the use of the goal attainment scale in evaluating and monitoring programs for the handicapped in local Texas school districts. It is explained that current and anticipated functioning levels are plotted for 11 weighted components, including assessment, diagnosis, placement, teacher planning, physical arrangement, and quality and utilization of services. A copy of the goal attainment scale is appended. (CI)

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GOAL ATTAINMENT SCALING

FOR EVALUATION

AND ACCOUNTABILITY

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Evaluation of a school district's performance in goal attainment is a key feature of the revised Texas Bulletin 560, Principles, Standards, and Procedures for the Accreditation of School Districts. Since the responsibility for conducting evaluations rests with each local district, it then becomes the district's obligation to provide for the continuous monitoring of programs and documentation of those results. The goal attainment scale was designed to meet the criteria as set forth in the State Bulletins 560 and 711, Administrative Guide and Handbook for Special Education.

The value of the goal attainment scale is that it emphasizes the need for a balance of services to all programs. The scale also provides a common language for those involved with the programs, presents common points of reference for planning and consultation, and provides guidelines for achieving each goal. It indicates strengths and weaknesses in the area of program service and identifies incremental goals or objectives for those services. The goal attainment scale allows for comparisons of programs within themselves and to other programs within a school. The scale results of each school can also be combined to document improvement for the district as a whole.

For each of the 11 components of the goal attainment scale, specific examples are given for levels ranging from "1", the most unfavorable outcome thought likely, to "5", the best anticipated results. Based on available data, the evaluator

plots the current level of functioning for each component. A weighted value is assigned to each of the 11 components. Those components which are considered to be the most significant to the district receive the highest weighted values. As an alternative, in the subsequent years, the least developed components could receive the highest weighted values. Once the weighted values have been assigned, they will remain at that value throughout the academic year. The actual goal attainment score can then be computed by multiplying the weighted value by the programs actual level of attainment and adding these 11 scores together. For example in figure 1, the actual goal attainment score (A) is computed by multiplying 5 (weighted value) by 2 (level of attainment), 5 by 3, 5 by 3, 10 by 2, and then adding these totals. The actual goal attainment score for this example is 60.

Figure 1

	5	5	5	10
1				
2	A			A
3		A	A	
4				
5				

Figure 2

	5	5	5	10
1				
2	A			A
3	E	A	A	E
4		E	E	
5				

The program evaluator then determines what level of attainment the program can reach prior to the next evaluation period. If, by the end of the next evaluation period, the

evaluator anticipates moving one level in each component, the goal attainment scale would be marked accordingly (E) as in figure 2. In figure 2, the expected goal attainment score is 85. If the expected level of attainment is achieved in each category, the change in score is 25 indicating improvement in that program.

The final pages of the goal attainment scale are used for recording specific activities which will be undertaken to attain the expected level of programming. Specific notes, suggestions, and recommendations are recorded on the planning pages. This scale, with the planning notes, provides a baseline for future consultations, program planning, and evaluation.

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School: _____ Review Date _____ 1st Expected Goal Attainment Score _____ Actual Goal Attainment Score _____

Program: _____ Review Date _____ 2nd Expected Goal Attainment Score _____ Actual Goal Attainment Score _____

Contact Person: _____ Review Date _____ 3rd Expected Goal Attainment Score _____ Actual Goal Attainment Score _____

LEARNER

Check Appropriate Boxes

Weighted Value	Assessment 5 pts.	Diagnosis 5 pts.	Continuum of Services 5 pts.	Placement 10 pts.
1 Most unfavorable outcome thought likely	No current records are available. _____ 5	No diagnosis is made. _____ 5	No information of previous services or planning for future services for each child is available. _____ 5	Placement is made without assessment and diagnosis. _____ 10
2 Less than expected results	Limited information is available. _____ 10	Diagnosis is made with no utilization. _____ 10	A lack of clarity on past service experiences and/or plans for future services for each child are evident. _____ 10	Placement is made with limited assessment and diagnosis. _____ 20
3 Expected level	Records include an account of current scholastic progress, testing, attendance, and health information. _____ 15	Diagnosis is made and utilized. _____ 15	Knowledge of past services and plans for future services for each child are evident. _____ 15	Placement is made with assessment and appropriate diagnosis. _____ 30
4 More than expected	Complete and accurate records are available to all professional personnel. Pertinent information is disbursed immediately. _____ 20	Diagnosis is made and an educational plan is communicated to all involved. _____ 20	No disruption of services exists during the transfer of a child from past placement to present or future placement. _____ 20	Placement is made with assessment and appropriate diagnosis. Placement is reviewed and revised periodically. Changes are made upon determined needs. _____ 40
5 Best anticipated results	Complete records are readily available to all professional personnel. Professional assistance is provided in interpreting the data. _____ 25	Diagnosis is made and an educational plan is communicated to all involved with periodic review and revisions implemented. _____ 25	Full range of service options are outlined and are available to meet the needs of each individual child. _____ 25	Placement is made with assessment and appropriate diagnosis. Placement is reviewed and revised as necessary. Needed changes are made immediately. _____ 50

SUBHEADING CLARIFICATION

ASSESSMENT:

Assessment consists of generating and compiling all available data pertaining to the student. Assessment is to provide a basis for making decisions designed to bring about desired changes in pupil achievement and adjustment.

DIAGNOSIS:

Diagnosis is the analysis and interpretation of data used in planning appropriate instructional arrangements.

CONTINUUM OF SERVICES:

Continuum of services means each child is provided an uninterrupted education as he/she progresses from one level to another, transfers into the district, or waits for more appropriate placement.

PLACEMENT:

Appropriate placement is the result of continued assessment and diagnosis.

INSTRUCTIONAL CLIMATE

Weighted Value	Program Planning 15 pts.	Teacher Planning 15 pts.	Techniques 15 pts.	Physical Arrangement 10 pts.
1 Most unfavorable outcome thought likely	Planning is limited to a single decision level. _____ 15	Limited planning of schedules of activities and materials is evident. _____ 15	Minimal attention is given to the varied learning styles and/or disabilities of students. _____ 15	Facilities are overcrowded or otherwise inadequate and endanger the success of the program. _____ 10
2 Less than expected results	Planning is limited to a single decision level with minimal coordination among those responsible for implementation. _____ 30	Teacher planning of schedules of activities and materials is evident for each child. _____ 30	Flexible class arrangement is evident with minimal instruction adapted to the varying learning styles and/or disabilities of students. _____ 30	Facilities are not consolidated by subject area or by grade level and require the sharing of facilities with other programs. _____ 20
3 Expected Level	Planning encompasses all decision levels with input from those responsible for implementation with provision for formal evaluation. _____ 45	Teacher planning of goals, activities and materials is made for each child. _____ 45	Grouping techniques and flexible class arrangement are utilized. Instruction is adapted to the varied learning styles and/or disabilities of students. _____ 45	Class enrollment and room size are determined in relationship to the class offered. Adequate and appropriate equipment is supplied. Adequate office facilities are provided for all teachers including desks, filing cabinet and book shelves. _____ 30
4 More than expected	Program revision is formulated after a yearly evaluation by all decision levels, and those responsible for implementation. _____ 60	Quarterly teacher planning of long and short term goals, activities and materials and formative and summative evaluation is made. _____ 60	Instruction is adapted to the diversity of learning styles and/or disabilities. Attention is given to varied questioning techniques, relevant and individualized assignments, and leveled and individualized teacher-made tests. _____ 60	Facilities are consolidated by subject area or grade level. Supplies and equipment are readily available and conducive to learning in a variety of settings. _____ 40
5 Best anticipated results	Program alterations result from regularly scheduled evaluation during the year by all decision levels and those responsible for implementation. Planned revisions are piloted. _____ 75	Quarterly team planning of long term goals, short term goals, activities and materials, formative and summative evaluations is made. _____ 75	Instruction is adapted to the diversity of learning styles and/or disabilities. Attention is given to varied questioning techniques, relevant and individualized assignments, and leveled and individualized teacher-made tests. _____ 75	Flexibility in the use of facilities accentuate the utilization of all types of instructional techniques. _____ 50

SUBHEADING CLARIFICATION

PROGRAM PLANNING:

Program planning encompasses both existing and proposed programs. Changes that occur within an instructional unit in this component include a school, a department, or a classroom.

TEACHER PLANNING:

Teacher planning encompasses setting short term and long term instructional goals, sequencing topics, using time, facilities, and materials, and scheduling activities.

TECHNIQUES:

Techniques are methods employed by the teacher to implement instructional plans.

PHYSICAL ARRANGEMENT:

Physical arrangements are facilities and conditions where teaching and learning take place.

SUPPORTIVE SERVICES

Weighted Value	Structure of Services 5 pts.	Quality of Services 10 pts.	Utilization of Services 10 pts.
1 Most unfavorable outcome thought likely	The organizational arrangement is inappropriate. Too few personnel are available to serve the identified need. Too many personnel overwhelm the staff in attempting to serve the identified need. ____ 5	The quality of supportive services makes no significant difference to the program. ____ 10	No utilization of supportive services is evident. ____ 10
2 Less than expected results	The adequacy of the organizational arrangement is questionable. This results in attempting to serve the identified need on a crisis basis or for expediency. ____ 10	The quality of supportive services meets the need for the maintenance of the program. ____ 20	Sporatic use is made of supportive services. ____ 20
3 Expected level	The organizational arrangement is adequate. The attempt to serve the identified need is met with adequate staffing and appropriate follow through. ____ 15	The quality of supportive services makes some significant difference to the program. ____ 30	Those supportive services that are readily accessible are utilized as needs arise. ____ 30
4 More than expected	The organizational arrangement promotes teamwork in decisively serving the identified need. This arrangement is characterized by adequate staffing, timely action, and appropriate follow through. ____ 20	The quality of supportive services is conducive to the continual progress of the program. ____ 40	Varied specialized services are utilized separately as needs arise. ____ 40
5 Best anticipated results	The organizational arrangement promotes a spirit of teamwork and confidence in decisively serving the identified need. This arrangement is characterized by adequate staffing, timely action, appropriate follow through, and willingness to serve beyond minimal expectations. ____ 25	The quality of supportive services is conducive to a high level of excellence in the program. ____ 50	By means of team approach specialized supportive services are utilized as needs arise. ____ 50

SUBHEADING CLARIFICATION

Listed below are the supportive services available in Richardson Independent School District:

Career/Vocational Education
Central/Local ARD
Consulting Teachers
Counselling/Guidance
Crime Prevention/Drug Education
Deaf Education
Directors
Duplicating Services
In-Service
Library/Materials
Nursing
Printing Services
Psychological Services
Secondary Consultants
Special Education Resource Center
Speech/Hearing/Language Therapy
Television Services
Transportation
Visiting Teacher
Visually Impaired Services

STRUCTURE OF SERVICES:

Structure of services refers to the staffing arrangement responding to the identified needs of a given program. When considering ARD structure, the following descriptions should be followed:

Level 1 - The ARD is attended by the special education department staff, school counselor, and special education consultant.

Level 2 - The ARD is attended by special education staff, counselor, special education consultant, and school administrator.

Level 3 - The ARD is attended by special education staff, counselor, special education consultant, administrator, and the referring teacher. Parents are given the opportunity to attend.

Level 4 - The ARD is attended by special education teacher, counselor(s), special education consultant, administrator, and referring teacher. Other involved staff members and parents will receive pertinent information immediately upon the decision of the committee.

Level 5 - The ARD is attended by special education teacher, counselor(s), consultant, administrator, referring teacher(s) and other interested staff members. Parents are in attendance.

QUALITY OF SERVICES:

Quality of services refers to the impact the staffing arrangement has in providing a solution of recognized problems or serving an identified program need. Identify the specific services evaluated.

UTILIZATION OF SERVICES:

Utilization of services refers to the effective use made of supportive services for a given program. Only those services which were directly used by the program should be included in this component. Readily accessible (level 3) indicates those individuals who are frequently in the building and/or are routinely providing services.

PLANNING

The final pages of the Goal Attainment Scale are used for recording specific activities which will be undertaken to attain the expected level of programming. Specific notes, suggestions, and recommendations are recorded on the planning pages. This scale, with the planning notes, provides a baseline for future consultation, program planning, and evaluation. This scale is also useful in documenting where and why certain service areas are not, or cannot, be improved.

ASSESSMENT:

DIAGNOSIS:

CONTINUUM OF SERVICES:

PLACEMENT:

PROGRAM PLANNING:

TEACHER PLANNING:

TECHNIQUES:

PHYSICAL ARRANGEMENT:

STRUCTURE OF SERVICES:

QUALITY OF SERVICES:

UTILIZATION OF SERVICES: